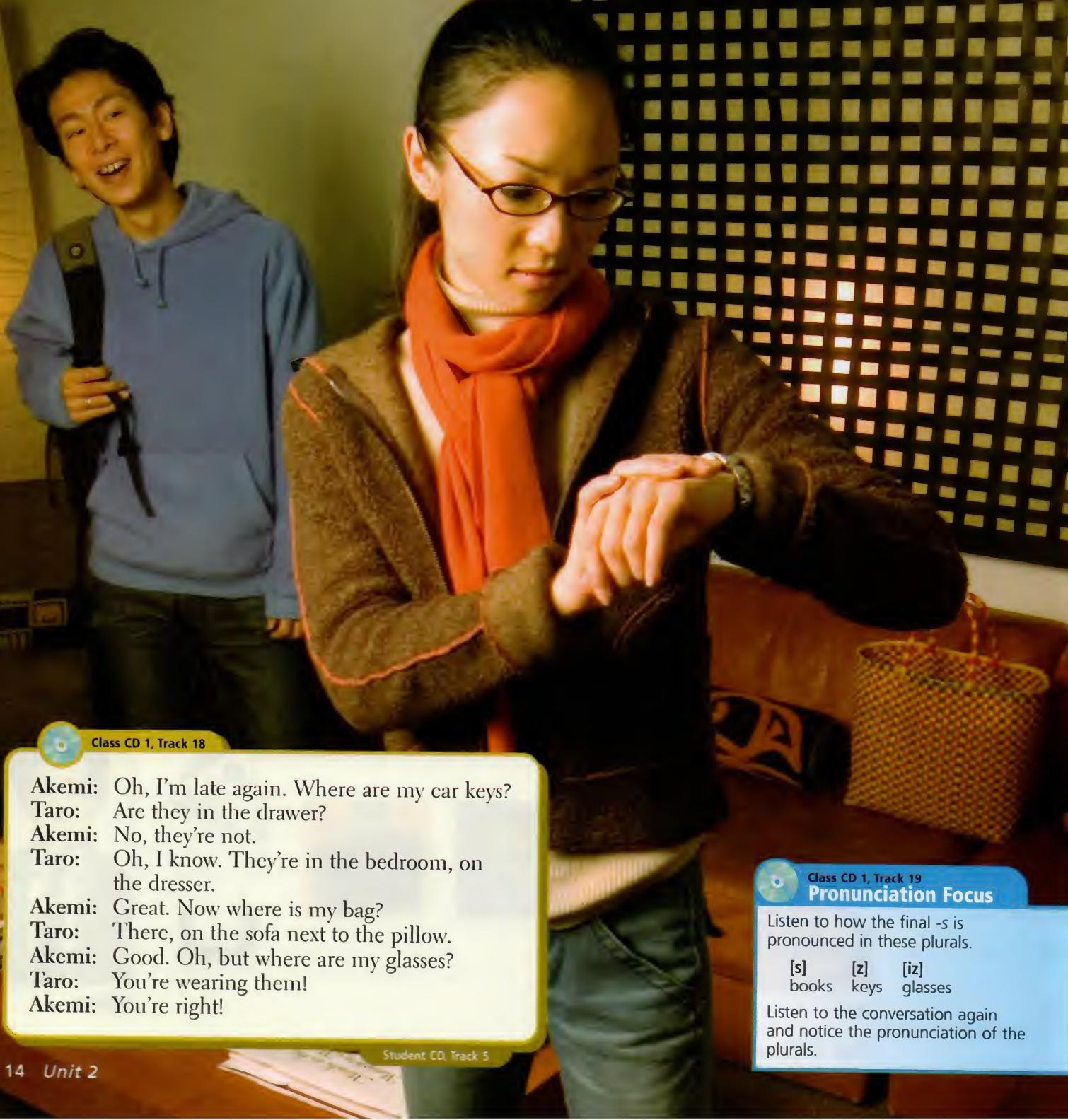


# Conversation 2

## Where are they?

Do you sometimes forget where things are? What things do you often misplace?



Class CD 1, Track 18

Akemi: Oh, I'm late again. Where are my car keys?  
Taro: Are they in the drawer?  
Akemi: No, they're not.  
Taro: Oh, I know. They're in the bedroom, on the dresser.  
Akemi: Great. Now where is my bag?  
Taro: There, on the sofa next to the pillow.  
Akemi: Good. Oh, but where are my glasses?  
Taro: You're wearing them!  
Akemi: You're right!

Class CD 1, Track 19  
**Pronunciation Focus**

Listen to how the final -s is pronounced in these plurals.

[s] [z] [iz]  
books keys glasses

Listen to the conversation again and notice the pronunciation of the plurals.

## GIVE IT A TRY

### 1. Describing where things are

Where are my keys?  
They're in the bedroom.  
They are on the dresser.

Where's my book?  
Where is it?  
It's next to the sofa.  
under the chair.



**in the drawer**



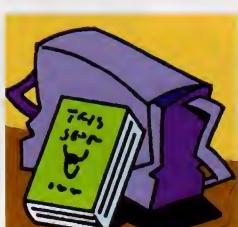
**on the table**



**under the chair**



**next to the TV**



**in front of the bag**



**behind the bag**

#### PRACTICE 1

Class CD 1  
Track 20

Listen to the example. Ask your partner questions about where these things are in the picture. Reverse roles.

briefcase      keys      cap      T-shirt      watch  
cell phone      earrings      laptop      jeans      glasses



#### PRACTICE 2

Ask your partner where five other things are in the room. Reverse roles.

## 2. Asking where things are

Is the newspaper on the table?

Yes, it is.

No, it isn't. It's on the floor.

Are the magazines on the sofa?

Yes, they are.

No, they aren't. They're on the table.

### PRACTICE 1

Class CD 1  
Track 21

Listen to the example. Ask your partner questions about these things.

Reverse roles.

magazines

sunglasses

newspaper

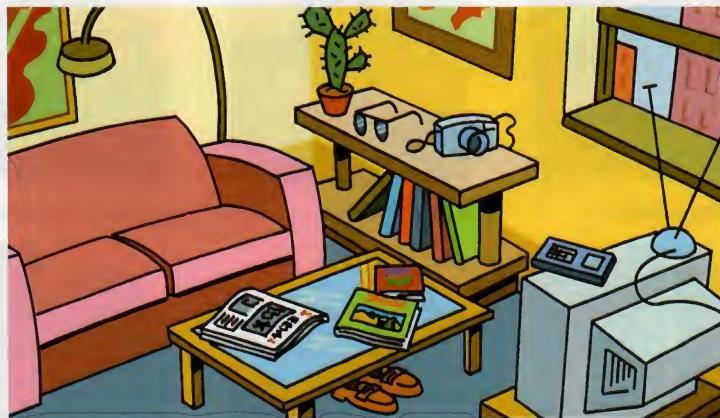
camera

TV

shoes

books

remote control



### PRACTICE 2

Ask your partner questions about things in the classroom. Reverse roles.

Example: Is the TV on the wall?

## LISTEN TO THIS

Class CD 1  
Track 22

**Part 1** Listen to two people talking. Check (✓) the objects they are looking for.

<input type="checkbox"/> cell phone	<input type="checkbox"/> camera	<input type="checkbox"/> TV	<input type="checkbox"/> bookshelf
<input type="checkbox"/> sunglasses	<input type="checkbox"/> shoes	<input type="checkbox"/> briefcase	<input type="checkbox"/> wallet
<input type="checkbox"/> tennis racket	<input type="checkbox"/> remote control	<input type="checkbox"/> magazines	<input type="checkbox"/> watch

**Part 2** Listen again. Write where these things are in the room.

	Item	Location		Item	Location
1	cell phone		3	shoes	
2	camera		4	briefcase	

**Part 3** Listen again. What things are in these places?

	Location	Item
1	next to the TV	
2	behind the door	
3	in the drawer	

## PERSON TO PERSON STUDENT A

(Student A looks at this page. Student B looks at page 107.)

**Part 1** Look at the things in the picture. Compare your picture with your partner's picture. How many differences can you find?

A: Do you have a camera in your picture?

B: Yes, I do.

A: Where is it?

B: It's on the table.

A: In my picture it's...



**Part 2** Work with a different partner and compare your differences.

**Example:** I have six differences. In my picture,  
the camera is on the table. In my partner's  
picture the camera is...

### Now Try This

Work with a partner. Write six statements about things in the classroom. Two of them are false. Then join another pair of students. Read your statements. Your partners say if the statements are true or false. Reverse roles.